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ABSTRACT

Developments pertinent to women's rights and women's studies at colleges and universities are reported. The following areas are covered: the status of women's college sports programs and alleged sex discrimination involving college faculty and school organizations; the impact of litigation in promoting equity for women; approaches for handling sexual harassment of college students or school employees; the status of women faculty in Canada; salary inequities of women college graduates as compared to men graduates; problems of women's professional advancement; the retirement system and women; Black women's experience in the United States; Civil Rights issues and Asian and Pacific American women; struggles of Mexican American women in the United States; resources on women in math and science; developments at women's colleges; developments regarding women's studies; financial aid to women; and resource materials. (SW)

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project on the status and education of **women**

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on campus with women

Number 28 • Fall 1980

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SPORTS

Women Sue Temple University For Equity in Sports

Eight female athletes at TEMPLE UNIVERSITY (PA) have filed a class-action suit alleging sex discrimination in the school's intercollegiate athletic program. The suit is the first to be brought against a university since the former Department of Health, Education and Welfare (HEW) issued final Title IX guidelines regarding intercollegiate athletics in December 1979. Also unusual is the fact that the women, who are being represented by three women's rights lawyers, went directly to court without first filing a complaint against Temple with HEW's Office for Civil Rights. (The new Department of Education's Office for Civil Rights now handles such complaints.)

Specifically, the women charged Temple with discriminating against all intercollegiate female athletes in numerous athletic areas. These include scholarships, facilities, equipment, financial support and recruitment. According to the suit, Temple's male athletes received more than $700,000 in total scholarship monies during the 1979-1980 academic year compared with $188,000 in scholarships for women. A 1978 report by Temple's faculty senate also found that, without counting money allocated to the school's football program, the budget for men's sports was more than 3½ times the women's budget.

The lawsuit requests an equitable redistribution of Temple's intercollegiate athletic resources. In particular, the suit asks that the women's program receive a proportionate share of the university's athletic scholarships, increased opportunities for competition, better equipment and facilities, more equitable travel arrangements and expenses, more coaches and academic tutors, and better publicity. [*Rollin Haffer et al. v. Temple University et al.*, U.S. Dist. Ct. (E. Dist., Pennsylvania), #80-1362, April 8, 1980]

Complying with Title IX: Five More Years to Go

OREGON STATE UNIVERSITY recently agreed to implement a five-year plan which will establish comparability between the university's men's and women's athletic programs. The action came in response to sex discrimination charges filed last January by 20 women athletes under a state law similar to Title IX. The plan, developed jointly by the attorneys representing the school and the athletes, requires that the university's

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Although our staff was able to catch a number of duplicate listings when the system was being organized, the large volume of additions made it impossible to find all of them. The result, as some of you have noted, is a duplication of mailings. If you are receiving more than one copy of our materials, please return all the mailing labels to our office, noting the preferred address. The duplicates will be removed before the next mailing.

These mailings are costly and our funds are limited, so your cooperation is greatly appreciated. Our staff thanks you for your patience during this long process, and special thanks to those of you who have already returned labels. Your assistance has been most helpful.

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A Commentary on Women's Athletics

Recent decisions by the National Association for Intercollegiate Athletics (NAIA), and the National Collegiate Athletics Association (NCAA) to incorporate women's sports into the Associations' programs have sparked heated debate over the future status of women's intercollegiate athletics. Writing to their professional colleagues, two professors (Law and Psychology) at the University of Minnesota are advocating continued autonomy for women's college sports programs and their national governing board, the Association for Intercollegiate Athletics for Women (AIAW). The letter is reprinted with the permission of the authors.

Dear Colleague:

We are writing to bring to your attention an issue which should be of concern to all of us: The potential loss of autonomy for women in college sports.

Before you toss this aside, thinking that athletics is not important to higher education and consequently doesn't deserve any attention or effort from faculty or professional women, heed our comments. While we concur with the opinions of many that athletics on campus is an auxiliary enterprise which receives far more attention than is warranted, there is a larger question before us.

No one among us can deny the central role that sports generally play in our culture; one only has to read a newspaper, listen to a television or radio news broadcast, or eavesdrop on cocktail party conversations. We are not now and never have been athletes and have little interest in sports. Given the importance of athletics, however, we strongly believe that opportunities for women to participate must be equal to those afforded by our institutions to men.

Ever since Congress passed Title IX in 1972, colleges and universities have been obligated to provide equal opportunities for women in all aspects of their activities. That part of Title IX which has received the most publicity—and the most criticism from the men's athletic establishment—has been the sections dealing with intercollegiate athletics. Despite widespread institutional resistance and foot-dragging, women's college athletic programs have grown enormously over the past nine years, growing from virtual non-existence to full-fledged varsity programs with budgets of hundreds of thousands of dollars at the largest institutions.

In response to a need for uniform rules related to competition, financial aid, eligibility, and so forth, the Association for Intercollegiate Athletics for Women (AIAW) was founded in 1971. It plays the same role in women's college athletics that the National Collegiate Athletic Association (NCAA) has played for men since 1906: that of national governing body.

Although the AIAW and the NCAA play similar management roles in college sports, the philosophies and practices of the two organizations differ dramatically. The AIAW has had the opportunity to learn the lessons of history; it has attempted to avoid the mistakes and excesses of some men's programs and has tried to foster the growth of women's programs that are financially prudent, educationally sound, and which accord with democratic norms of due process and fair play.

Everything the AIAW has accomplished, and all that it hopes to accomplish, is in danger. The NCAA voted last year to initiate programs for women in its Division II and III schools (the smaller four-year-plus institutions of higher education) and has proposed to incorporate women in its governance structure.

On its face, that may not appear all bad. Appearances, in this case, are decidedly deceiving. The NCAA is comprised of over 700 member institutions (the AIAW has over 950). Each institution has a faculty representative who speaks and votes on behalf of his administration, faculty, and athletic program. The pronoun gender is not an error; because the NCAA has always governed only men's programs, the overwhelming majority of faculty representatives are male. Although institutional positions on issues related to athletics are nominally the collective responsibility of chief executives and the faculty, for the most part it is the NCAA faculty representative and athletic directors who determine how the votes will be cast at the legislating conventions. Occasionally a faculty committee may play a role.

Our concern—and dismay—arises as a result of the NCAA actions and proposals mentioned previously. This body of men has decided, in its infinite wisdom, to incorporate women in its programs. The championship vote at the last convention and the governance proposal to be voted on next January are decided by men, not women. The AIAW has gone on record (last January) as all but unanimously opposed to having women's programs brought under the umbrella of the NCAA. That fact, it has become clear, does not bother the NCAA; it has proceeded with its plans to present the governance proposal to its membership and has every expectation that it will be adopted.

The NCAA proposals are said to be permissive, not mandatory; each institution supposedly has the option to decide whether it will continue to affiliate its women's programs with the AIAW or switch to the NCAA. No women's program can belong to both because a number of the rules of the two associations are mutually exclusive; adhering to one set puts an institution in violation of the other. (The differences are due to the different philosophies of the two associations and the orientation of the AIAW to the special needs of women.) That which is ostensibly merely permitted, however, will in fact be mandatory. The final decision-maker at most institutions is the (male and men's) athletic director; women, sad to say, normally hold only assistant or associate positions in most athletic departments. Many women opposed to switching from the AIAW to the NCAA will be powerless to prevent such a change.

Further, the NCAA has included language in its proposal which will eventually require all women's programs to conform to NCAA rules. At that point, unless the *women's* program at an institution complies, the *men's* program will be disqualified from competition. The NCAA has made it clear that it will use its leverage over men's athletics to force the women into line. If that pressure is successful, there will be no reason to have

an AIAW; why have two different associations which perforce have identical rules?

We find this wholly unacceptable. The NCAA has been one of the leading and vocal opponents of the implementation of federal equal opportunity legislation in college sports. Its voting members have consistently refused to adopt legislation which would achieve economies in athletics, have refused to recognize that due process has a place in the treatment of students and coaches, and is invested with almost absolute power over its member institutions. Hauled before Congress two years ago, it refused to implement recommendations relating to fundamental fairness in the treatment of student athletics. The NCAA has long been acknowledged as the "bully of college sports."

This august body has now decided to extend its beneficence and wisdom to women. It has proposed to guarantee women 20% of the seats on its major decision-making committees—a minimum which they will probably never substantially exceed. It has proposed to continue one school, one vote—which means that the faculty representative for men will, overnight, acquire responsibility for voting on behalf of the women's programs as well. (We doubt there will be any stampede to increase the number of women serving as faculty representatives.) It has proposed no changes in the rules governing its men's programs, some of which will work to the disadvantage of women—and the entire body of which are of questionable wisdom. If this move is successful, it will not only bring about the demise of one of the strongest voices speaking on behalf of women in sports, it will also effectively eliminate any chance for progressive changes in athletics generally.

We are writing to ask that you urge the chief executive and faculty representative of your institution or your alma mater, as appropriate, to oppose these measures when they come before the NCAA convention in January of 1981. Drop them a note, give them a call, or raise the issue with your faculty senate if you're on campus. Communicate your views in some fashion. Unfortunately, many of the women in athletics are in no position to exert influence themselves. Unless our institutions oppose the NCAA proposals, a strong and effective voice for women and women's issues will suffer a serious blow.

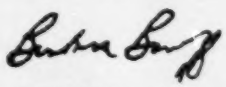
In addition to contacting the president and NCAA faculty representative of your institution or alma mater, you can help in other ways:

- Contact the local women in athletics and let them know you are aware of the situation and are willing to lend your support.
- Feel free to circulate this letter to colleagues who might be interested or willing to help.

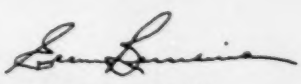
If you have questions or comments, or wish additional information, please contact either of us or, better yet, Gary Engstrand (Assistant to Vice President for Administration and Planning), who is acting as a clearinghouse for the University of Minnesota's efforts in support of the AIAW. His address is: 200 Morrill Hall, 100 Church Street S.E., Minneapolis, Minnesota 55455, (612) 373-5169.

Thank you for your help.

Sincerely yours,



Barbara Banoff
Professor of Law



Ellen S. Berscheid
Professor of Psychology

STAFF

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(Continued from page one)

per capita spending on male and female athletes be roughly equal. However, the plan does take into account sex-neutral factors such as equipment costs which may affect spending.

According to the agreement, the university will raise the women's total athletic budget from some $146,000 to $214,000 during 1980-1981. The agreement also requires that the school promote two women's sports, specifically gymnastics and basketball, to national level, revenue-producing teams within the next four years in order to offset the amount of funds currently allocated to the men's football program. Women's volleyball will also be upgraded to a national level nonrevenue-producing sport by 1985. The 33-page plan, which covers virtually all aspects of the school's athletic programs, from scholarships and recruitment to laundry facilities and cafeteria privileges, is expected to be approved by the Oregon chancellor of higher education before implementation.

Florida Legislature Allocates $$$ for Women's Athletic Departments

Florida may become the first state in the nation to achieve system-wide compliance with Title IX due to increased state funding for intercollegiate athletics. Legislation passed by Florida's 1980 legislature and signed by the governor provides $2.8 million to be divided among the women's athletic departments at eight of

the nine state universities. (The University of North Florida at Jacksonville does not have athletic programs for men or women.) Of the total, $1.2 million will cover such expenses as recruiting, scholarships and coaches' salaries. The remaining $1.6 million has been designated for the improvement of existing athletic facilities.

Civil Rights Commission Documents Sports Inequities

Colleges and universities continue to spend more for male athletes than female athletes according to the latest U.S. Commission on Civil Rights report on Title IX. During 1978-1979, the average per capita expenditure for male athletes at institutions belonging to both the National Collegiate Athletic Association (NCAA) Division I and the Association of Intercollegiate Athletics for Women (AIAW) was $5,257 or more than double the $2,156 allocated for women athletes. However, despite such large lingering differences between men's and women's budgets, the report also found that the gap has narrowed considerably over the past five years. While men's budgets were 22 times greater than women's in 1973-1974, they now average only five times greater.

The Commission also discounted the claim that men's sports usually produce revenue and are therefore justified in receiving disproportionate funds. Nearly 70 percent of the overall men's programs lost money, while the percentage of football and basketball programs which lost money was even higher, according to the Commission. The report also refutes the contention that increases in women's budgets over the past five years have come at the expense of the men's programs. In fact, the Commission found that men's budgets have grown by 20 to 30 percent since 1973-1974.

Although the number of sports offered women students increased by 100 percent during the same period, from an average of 2.5 to 5 sports per institution, the number of sports available to men remains 50 percent higher on the average. Single copies of *More Hurdles to Clear,* which includes these findings, are available free from the U.S. Commission on Civil Rights, Publications Warehouse, 621 N. Payne St., Alexandria, VA 22314.

ACE Report Predicts Increase In Women's Sports Participation

Another recent report on Title IX and intercollegiate athletics predicts that women's athletic budgets will double in the next five to ten years and that women, currently 30 percent of all athletes, will represent half of all athletes within a decade. The report, based on a study conducted by the American Council on Education (ACE), suggests that increased funding for women's programs will come from institutional rather than athletic sources, particularly since most women's sports produce no revenue while most men's programs which "produce" revenues, nevetheless, lose money. Schools will have to launch large fund-raising efforts and curtail the athletic scholarships and the expensive recruiting practices usually associated with men's football and basketball, according to the ACE report. Copies of *The Money Game, Financing Collegiate Athletics* are available at $7.95 from ACE, Publications, Suite 30, One Dupont Circle, Washington, DC 20036.

Rounding Up Sports Resources

RESOURCE ROUNDUP: Girls and Women in Sports lists resources dealing with the participation of girls and women in sports as well as with other athletic issues at the elementary, secondary and postsecondary levels. Compiled by Valerie Wheat, the bibliography also incluues national organizations and projects and non-print materials. Single copies are available free with a self-addressed stamped envelope from the Women's Educational Equity Act Program, 400 6th St., SW, Room 1105, Donahoe Bldg., Washington, DC 20202.

Investigations of Intercollegiate Athletic Programs to Resume

After a delay of nearly two years, the new Education Department will investigate intercollegiate athletic programs charged with discrimination on the basis of sex. The new Education Department handles complaints against educational institutions which were previously the responsibility of Department of Health, Education and Welfare (HEW). Investigations of complaints against such programs filed under Title IX were halted by the former HEW Secretary (then, Joseph Califano) in December 1978, pending the issuance of a Title IX policy interpretation regarding intercollegiate athletics. Although the interpretation was released a year later, investigations were further delayed until a compliance manual was prepared for HEW field investigators. The manual was completed in late summer.

Initially, the Education Department will investigate the UNIVERSITY OF AKRON (OH), UNIVERSITY OF BRIDGEPORT (CT), UNIVERSITY OF HAWAII, UNIVERSITY OF KANSAS, UNIVERSITY OF MICHIGAN, OKLAHOMA STATE UNIVERSITY, CORNELL UNIVERSITY (NY) and WASHINGTON STATE UNIVERSITY. Complaints against the eight schools cover all 17 areas covered by the Title IX policy interpretation, which include discrimination against women athletes in scholarships, equipment, facilities, budget, publicity, transportation, coaches' salaries and quality, access to practice fields, and scope and size of program offerings. The University of Bridgeport has received the most complaints, a total of 19, which charge the university with violating nearly all 17 provisions of Title IX. Cornell University, on the other hand, has received only two complaints, one alleging discrimination in coaches' salaries and the other concerned with access to practice fields by the women's soccer teams. The University of Michigan has several complaints, one of which dates back to 1973. According to the Education Department, investigations of the total 124 athletic complaints against 84 universities will be completed by the end of the next fiscal year. Athletic complaints are approximately 35-50 percent of all complaints filed under Title IX. (Title IX prohibits sex discrimination in all federally assisted education programs and activities.)

IN THE COURTS

Judge Divorces University and All-Male Honor Society

A U.S. District Court Judge ruled in July 1980 that the former Department of Health, Education and Welfare (HEW) was correct in ordering the UNIVERSITY OF MIAMI to dissassociate itself from Iron Arrow, a 50-year old all-male honor society. HEW had found the society guilty of sex discrimination in May 1976 and had ordered the university either to require Iron Arrow to admit women or to discontinue its support of the society. The initial complaint charging Iron Arrow with sex discrimination was filed with HEW in 1973.

HEW's order was based on an investigation which revealed that significant forms of assistance existed between the university and the society, which is honorary rather than social in nature. Among the forms of university assistance were the use of secretarial services; meeting rooms; alumni mailings; campus plaques and monuments honoring the society and its members; a reference to Iron Arrow as "the highest recognition for men" in the university catalogue; and the handling of the society's financial accounts. Additionally, Iron Arrow's prestige was found to extend far beyond the campus. Past members have risen to prominent positions in the legal, political, business and other professional communities in the Miami area. Iron Arrow sued HEW in late 1976, claiming that the agency's decision was arbitrary after the society's membership voted 75-64 against admitting women and moved off campus. In supporting HEW's findings, Judge Spellman stated that "Iron Arrow may be viewed as a very valuable benefit to students in terms of employment opportunity and career advancement, a benefit completely denied to women." [*Iron Arrow Honor Society and John T. Benedict v. Forrest Matthews, William Thomas and the University of Miami,* U.S. Dist. Ct. (Miami, FL), #76-1850-CIV-EPS, October 21, 1976.]

Employers Must Show and Tell: Court Forbids Secrecy of Affirmative Action Plans

A Maryland federal trial court recently denied a federal contractor's request that self evaluation affirmative action plans submitted to the government remain confidential. The ruling was based on the Freedom of Information Act which requires the federal government to publicly disclose such material upon request if such disclosure will not injure the employer. In reaching the decision, the court indicated that the employer failed to demonstrate that sufficient injury would occur upon release of the equal employment opportunity information. [*Bethlehem Steel Corp. v. Kreps,* 23 EPD ¶30,904 (May 8, 1980).]

Notre Dame Changed in Class Action Suits

A U.S. District Court recently consolidated two cases alleging sex discrimination in promotion and renewal procedures at the UNIVERSITY OF NOTRE DAME (IN). Both cases were filed as separate class action suits in 1978. Josephine M. Ford, an associate professor of theology, filed suit on behalf of all tenured women faculty employed by the university after January 1, 1974. However, Ford's case was decertified as a class action suit last February after only one of the university's other five tenured women faculty members elected to join Ford. Dolores W. Frese, an assistant professor of English, initially brought charges against the university on behalf of all nontenured female faculty employed by Notre Dame after January 1, 1977. Presently, 67 women or about half the number eligible have decided to remain in the suit. The Equal Employment Opportunity Commission has intervened as a plaintiff in the combined case. Similar class action suits have been filed against CORNELL UNIVERSITY (NY), UNIVERSITY OF MARYLAND and CITY UNIVERSITY OF NEW YORK. [*Josephine M. Ford and Equal Employment Opportunity Commission v. University of Notre Dame,* U.S. Dist. Ct. (Southbend, IN), #S78-0036, February 14, 1978.] [*Dolores W. Frese and Equal Employment Opportunity Commission v. University of Notre Dame,* U.S. Dist. Ct. (Southbend, IN), #S78-0106, May 30, 1978.]

Court Upholds Female Professor's Right to Cohabitate

Termination of employment based on a different standard of cohabitation for women than for men is illegal according to a recent U.S. District Court ruling. The case involved Barbara Landphair, a physical education professor at LYNCHBURG COLLEGE (VA) who was fired for living with a man in a home next to the college president's house. Charging the college with discrimination on the basis of sex, Landphair claimed that male faculty members had had adulterous affairs, some of them with female students, but had not been terminated even when administrators knew about these relationships. The court awarded Landphair $45,000 in damages and ordered that her records be cleared. However, the court did not order her reinstatement. [*Barbara Landphair v. Lynchburg College,* U.S. Dist. Ct. (Lynchburg, VA), #79-003-L, June 6, 1980.]

Do Anti-Discrimination Laws Apply to Religious Educational Institutions? Yes and No.

Neither the Equal Pay Act of 1965 nor the Age Discrimination Act of 1967 apply to faculty members of religious colleges and universities, but such institutions are liable to sex-discrimination suits brought under Title VII of the 1964 Civil Rights Act according to recent court decisions in Maryland and Mississippi. Title VII, as amended, prohibits employers from discriminating on the basis of sex, race, color, national origin, or religion, although religious institutions are exempt with respect to the employment of individuals of a particular religion or religious order.

The question of applicability of the Equal Pay and Age Discrmination Acts to religious institutions arose when Madeline Ritter, former lay faculty member of MOUNT SAINT MARY'S COLLEGE (MD), sued the

school under both acts alleging she was paid less than male instructors and denied tenure because of her age. Ritter is 57 years old. (The Equal Pay Act requires that men and women receive equal pay for doing the same work. The Age Discrimination Act bars discrimination in employment based on age.)

The decision only applies to Maryland. The Equal Employment Opportunity Commission, which enforces these Acts, plans to continue enforcement of the Equal Pay Act and the Age Discrimination Act in relation to religious institutions throughout the rest of the country.

In dismissing the case, U.S. District Court Judge Edward Northrop stated that, based on the "narrow" wording of both acts, neither provides jurisdiction over religious schools. However, leaving open the possibility of further action, Northrop ruled that an employment case concerning national origin, race or sex discrimination can be brought against a religious institution if it is filed under Title VII of the 1964 Civil Rights Act.

The ruling puzzled several observers of church-state legal issues as well as those dealing with anti- discrimination statutes, particularly the classification of Mount Saints Mary's as a religious institution. The school provides liberal arts, teacher preparation and some professional studies. [*Ritter v. Mount Saint Mary's College*, U.S. Dist. Ct. (Baltimore, MD) #N80-632.]

A Mississippi federal appeals court recently ruled that while churches are immune from federal anti- discrimination laws, including Title VII, religious schools are liable under Title VII when discrimination is based on sex, race, or ethnicity.

The case originated when Patricia Summers, an assistant psychology professor at a private Baptist college in Mississippi, filed a complaint with the Equal Employment Opportunity Commission (EEOC), alleging she was denied a promotion because of her sex. In refuting the charges, school officials stated that the decision not to grant a promotion was based on Summers' academic credentials and the fact that she is a non-Baptist. Any investigation by the EEOC, officials claimed, would violate the school's First Amendment guarantees of separation of church and state.

Stating that teachers are more than just intermediaries between a church and congregation, Judge Charles Clark ruled that MISSISSIPPI COLLEGE must comply with an investigation of discrimination. "No ongoing interference with any of the College's religious practices will result from an EEOC investigation," Clark wrote, since EEOC would be concerned only with discrmination based on race, sex, or national origin.

Writing for the unanimous three-judge panel, Clark further stated that if the school's Baptist preference policy was not considered in making the promotion decision, Summers has legitimate grounds to file a complaint under Title VII. [*EEOC v. Mississippi College*, (49 USLW 2226), Oct. 7, 1980.]

Publication Assesses the Impact of Legal Action and Women's Issues

The efficacy of litigation in promoting equity for women is reviewed by a recent publication from The Ford Foundation. *Litigation on Behalf of Women* by Margaret A. Berger examines the historical context in which women's rights litigation began and analyzes existing economic data to determine whether changes have occurred. The report also explores key litigation issues in order to assess women's victories and defeats in the courts. Based on interviews with Ford grantees and women's rights experts, the 72-page report also recommends ways in which litigation can be used successfully in the future. Copies are available at $4.50 from The Ford Foundation, P.O. Box 559, Naugatuck, CT 06770.

Appeals Court Decision Sets Stage for Landmark Supreme Court Ruling on Title IX and Employment

Renewed controversy in the courts may soon force the U.S. Supreme Court to decide whether Title IX prohibits sex discrimination in employment at schools which receive federal funds. In the fall of 1979 the Court refused to review rulings by the 1st, 6th and 8th Circuit Courts that Title IX did not cover employment discrimination. Subsequently, the 9th Circuit Court of Appeals also opposed the applicability of Title IX to employment practices.

However, on July 24, 1980, the 2nd U.S. Circuit Court of Appeals in New York became the first federal appeals court to rule that Title IX covers employment. The decision reversed two previous federal district court decisions which had barred the former Department of Health, Education and Welfare (HEW) from withholding funds from two Connecticut school districts which allegedly discriminated against female employees. In one case *(North Haven Board of Education v. Hufstedler)* the school board ignored HEW's orders to disclose information on hiring, leaves and tenure when a tenured teacher complained of not being rehired after a one- year maternity leave. In the other *(Trumbell Board of Education v. U.S. Department of Education)*, the board refused to reinstate a female guidance counselor who had allegedly been given inferior assignments and eventually dismissed because she was a woman. Both boards of education then filed suits to prevent HEW from halting federal financial assistance to their respective school districts.

In reversing the subsequent lower court rulings that HEW lacked authority to issue regulations on employment discrimination or to cut off funds for failure to comply with such regulations, the 2nd Circuit Court relied upon the legislative history of Title IX rather than the government's "infection theory" (the infection theory holds that sex discrimination against school employees will invariably have a harmful effect upon students). Writing for a unanimous three-judge panel, Judge James Oakes stated that "Congress intended the Department of Health, Education and Welfare to have available the potent remedy of fund withdrawal to insure compliance with the prohibition against sex discrimination in employment." Both cases have been returned to the district court to determine if sex discrimination had actually occurred and what remedies, if any, would be appropriate.

Four days later, the 5th Circuit Court of Appeals also ruled that Title IX covers some instances of sexual discrimination in employment. The court ruled that HEW cannot regulate all employment discrimination in federally assisted schools, but can only cover employment in the specific programs that receive federal financial assistance. Thus, the 5th Circuit Court would limit employment regulations to federally funded educational activities alone, rather than to all employees of an institution. [*Dougherty County School System v. Harris*, (49 USLW 2116), Aug. 8, 1980.]

SEXUAL HARASSMENT

Sexual Harassment in the Workplace: Focus of Federal Crackdown

The federal government has launched a multi-faceted attack on sexual harassment in the workplace. Federal activity began on March 11, 1980 when the Equal Employment Opportunity Commission (EEOC) issued proposed guidelines declaring sexual harassment to be illegal and which hold employers responsible for any known instances of harassment by employees. Final guidelines were expected to be published in October or November. Specifically, the guidelines state that unwelcome verbal and/or physical sexual advances are illegal if:

- submission is a condition of employment, either explicitly or implicitly;
- the employee's job is affected; and/or
- the advances interfere with work performance or create an atmosphere of intimidation or hostility.

Steps to eliminate the problem in the federal workplace include:

- a government policy declaring sexual harassment a prohibited personnel practice;
- expansion of training for supervisors and employees to include new emphasis on the issue;
- a government-funded legal clinic providing representation for victims of sex discrimination;
- procedures for handling complaints of sexual harassment; and
- a survey of the federal workplace to pinpoint the degree and nature of the problem.

Government response to the problem of sexual harassment is partially the result of an investigation conducted by the House of Representatives Committee on Post Office and Civil Service which culminated in public hearings in April 1980. The Committee's proceedings, entitled *Sexual Harassment in the Federal Government* (which also contains an extensive bibliography about the subject) can be obtained by writing your senator or representative.

As a result of these hearings, the Committee requested the Merit Systems Protection Board to conduct the first comprehensive study of sexual harassment in the federal government. In May 1980, questionnaires were mailed to 23,000 male and female federal employees. About 85 percent completed the survey. Nearly half the women (42 percent) and 17 percent of the men responding had experienced sexual harassment on the job.

Report Defines Sexual Harassment As a Civil Rights Issue

"Sexual harassment of postsecondary students is an increasingly visible problem of great, but as yet unascertained, dimensions," according to a report issued by the National Advisory Council on Women's Educational Programs (NACWEP). The report catalogues and gives examples of harassment as well as discussing the liability of institutions under Title IX and other Statutes. Recognizing the interest in sexual harassment on campus, the report urges the Department of Education's Office for Civil Rights to establish a policy declaring the sexual harassment of students a violation of Title IX of the Education Amendments of 1972. "Once regarded as an isolated, purely personal problem, (sexual harassment) has gained civil rights credibility," the report argues. Single copies of *Sexual Harassment: A Report on the Sexual Harassment of Students* are available free from NACWEP, 1832 M St., NW, Suite 821, Washington, DC 20036.

Administrative Advice for Handling Sexual Harassment Charges

Administrators concerned with possible instances of sexual harassment at their institution need not feel helpless. Leah Kaplan, a counselor at STANFORD UNIVERSITY (CA), has suggested eight ways in which administrators can deal with sexual harassment complaints. Kaplan recommends:

- establishing sexual harassment grievance procedures before crises develop;
- giving the person making the complaint a "good listen" without creating defensiveness, guilt or further resentment;
- protecting the confidentiality of both the accuser and the accused in order to preserve their rights;
- avoiding action on anonymous complaints since the accused has the right to know the accuser;
- streamlining complaint procedures by allowing the head of faculty, staff or student affairs to deal with the individual in his or her domain;
- providing a prompt follow-up to the person lodging the complaint; and
- allowing faculty and staff the opportunity to change their behavior, just as educators encourage students to do.

Additionally, Kaplan advises administrators to inform faculty and staff about the implications of a proven sexual harassment charge upon their career and to publicize campus grievance procedures.

California Center Assists Sexual Harassment Victims

A newly formed project of the Women's Legal Clinic (California Office of the Women's Law Centers) aids women within Los Angeles County in dealing with sex-

ual harassment in the workplace. The Center Against Sexual Harassment assists sexual harassment victims by disseminating information about the problem, providing moral support and operating a speaker's bureau. The center also provides legal advice and referrals to attorneys if necessary. Among the center's publications is a paper on sexual harassment in education and guidelines for halting the problem on the job. A practical guideline booklet of legal and extra-legal options and preventive tactics is being compiled. For further information contact Women's Legal Clinic, Center Against Sexual Harassment, 11544 W. Pico Blvd., Los Angeles, CA 90064.

Oh, You Can't Harass Us We're Sticking with the Union

The American Federation of State, County and Municipal Employees (AFSCME) recently published a booklet which encourages women workers to combat sexual harassment by using their local unions. *On the Job Sexual Harassment: What the Union Can Do* is a 38-page guide which includes a general overview of sexual harassment in the workplace, a review of various non-union strategies to eliminate the problem and a discussion of possible union action. The booklet also summarizes recent court decisions regarding sexual harassment, lists relevant federal laws and contains sample surveys, contract language and policy statements, and may be of interest to campuses with unionized staff and/or faculty. Single copies of the publication are available at $.75 from Research Department, AFSCME, 1625 L St., NW, Washington, DC 20036.

EMPLOYMENT TRENDS

Canadian Women Faculty: 20 Years of Bias for Our Northern Neighbors

Canadian universities continue to discriminate against women in hiring, promotion and pay, according to a recent study of male and female faculty conducted for the Association of Universities and Colleges of Canada. The study found that women faculty have progressed little in terms of employment status since the 1960's. Male faculty still outnumber women by more than 5 to 1 (approximately 4,100 of the estimated 27,000 faculty members at Canadian universities are women). While almost two-thirds of the male faculty members are either full or associate professors, only a third of the women professors hold those ranks. Most are assistant professors or lecturers. Nearly one-third of all men holding doctorates have been promoted to full professor compared to only one-seventh of the women. For further information write the Association of Universities and Colleges of Canada, 151 Slater, Ottawa, Canada KIP 5N1.

Report Pictures Women As Victims of Last Hired, First Fired Phenomenon

If predictions of faculty cutbacks by postsecondary institutions in the 1980's come true, women will be the first to suffer, according to a recent study conducted by the Women's College Coalition. The study found that women currently hold only 25 percent of the teaching positions at four-year coeducational institutions. Of that 25 percent, most women are concentrated in the lower professional ranks.

However, female professors at women's colleges may fare better since they comprise 48 percent of the total faculty at women's colleges. In addition, since women's colleges have a lower tenure rate than other 4-year institutions, 46 percent compared to 56 percent, the study suggests that they may also have more flexibility in hiring, retention and the development of new programs. Copies of the report, *A Profile of Women's Colleges*, are available at $3.50 from the Women's College Coalition, 1725 K St., NW, Suite 1003, Washington, DC 20006. (For further information on this report see WOMEN'S COLLEGES page 15.)

Offers Worth Refusing: Prospective Salaries for Women Graduates

Women students in all disciplines receive lower average salary offers than do men with similar academic qualifications according to a survey by The College Placement Council. Even in those disciplines in which women received a greater number of offers than did men, their proposed salaries remained lower. Only in *some* fields of engineering did women receive higher average offers than their male counterparts. One hundred and eighty-six placement offices at 164 colleges and universities throughout the United States participated in the survey which reports offers from employing organizations in business, industry, government and non-profit and educational organizations. Single copies of the CPC Salary Survey are available at $1.50 from The College Placement Council, P.O. Box 2263, Bethlehem, PA 18001.

Age-Old Laments: Another Decade of Salary Inequities

Between 1968 and 1978 the income gap between those with college experience and those with no college education narrowed both among male workers and among female workers respectively. However, salary disparities between men and women have changed little during that ten-year period regardless of educational attainment. For example, in 1969, women with five or more years of college earned only 67.2 percent of the earnings of men with the same educational attainment. By 1978, this figure had dropped to 64.9 percent.

The data appear in *The Condition of Education*, 1980 edition. The 336-page book contains charts and information about all levels of education, such as faculty, students, adult education and minorities. Copies are available at $6.50 from the National Center for Education Statistics, Presidential Bldg., Room 205, 400 Maryland Ave., SW, Washington, DC 20202.

National Developments in the World of Work

Economic, social and legal developments which af-

fected women's employment in the U.S. during the first half of the United Nations' Decade for Women are discussed in a recent publication from the Women's Bureau of the Department of Labor. *Employment Goals of the World Plan of Action: Developments and Issues in the United States* reviews women's economic status during the late 1970's; anti-discrimination employment programs and measures; and federal policies to improve educational and job opportunities for women with multiple roles. Copies of the report are available at $3.75, stock #029-002-00057-6, from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Survey Reveals Status of University and College Office Staff

A recent survey revealed that women working in clerical positions on college and university campuses are frequently underpaid. In addition, it concluded that they often are not treated any better than those employed by private, for-profit corporations. The survey was conducted by Working Women, a division of the National Association of Office Workers. Of the 2,268 women clericals who responded, 81 percent currently receive salaries which are lower than the average annual income within their respective cities. In addition, 79 percent earned less than $11,000 a year. Seventy-nine percent reported receiving compensatory time instead of time and a half in wages for working extra hours. All of the respondents reported that their benefits did not equal those awarded faculty and/or maintenance workers in terms of vacations, sick days, insurance, pensions and tuition remission. (Maintenance workers, being unionized, usually have higher benefits.) Clericals are also often asked to do personal work for their bosses or work that is not included in their job descriptions. Yet, their promotional opportunities are limited.

Of the two million people presently employed by colleges and universities over one-half million, or more than one in every four employees, are clerical workers. Single copies of *Becoming a Priority: The Status of University and College Office Staff*, which contains the survey's findings, are available at $3 for non-members and $2 for members from Working Women, National Association of Office Workers, 1224 Huron Rd., Cleveland, OH 44115. Checks are payable to Working Women.

Debate Delays Pension Payments Based on Sex-Neutral Mortality Tables

Discussions on the retroactive use of merged-gender mortality tables in determining monthly pension benefits for men and women have reached a deadlock. After several court cases, the Teachers Insurance and Annuity Association-College Retirement Fund (TIAA-CREF) proposed the use of such tables in December 1979 and has now received all but one of the state insurance department approvals necessary for its adoption. Under the TIAA-CREF proposal, equal premiums paid after state adoption of the new table would result in equal monthly benefits for men and women. However, the Equal Employment Opportunity Commission (EEOC) disagreed, contending that TIAA-CREF should also provide equal monthly benefits for men and women now receiving annuity payments based on past premiums. TIAA-CREF and the EEOC are presently locked in a stalemate over the cost of providing retroactive benefits.

FOR YOUR MISINFORMATION

One of our alert Project Associates spotted an error in the July 1980 cover letter accompanying our Report to Project Associates. The letter stated that 32,600 women had received doctorates in chemistry since 1960. The correct figure is 2,600. The publishers of our printed source of information have also been notified of this error and will make a correction in their next publication. We hope that our Project Associates who received this special mailing were not inconvenienced by this inaccuracy.

American Women: Willing and Able to Work by 2000

American women were recently polled to find out how they felt about their status, employment, sex roles, marriage, children, money and the future. Eighty-three percent of American women believe that by the year 2000, almost all women who are able will be working. Seventy-eight percent would vote for a qualified woman for President and a majority believe that women are still discriminated against in almost every profession. These are just a few of the findings of the 1980 Virginia Slims American Women's Opinion Poll, which documents the changing attitudes of American women over the past decade. A 39-page pocket-sized booklet which highlights the results of this nationwide survey is available free from the 1980 Virginia Slims American Women's Opinion Poll, 5th Floor, 100 Park Ave., New York, NY 10017.

EMPLOYMENT RESOURCES

Ascending the Rungs of Academia

Climbing the professional ladder of higher education can be a precarious venture for women. A new publication from the Women's Task Force of the American College Personnel Association (ACPA) addresses the problematic aspects of women's professional advancement and provides information on how to publish, administer and have impact on campus. Edited by Beverly Prosser Gelwick, *Up the Ladder: Women, Professionals and Clients in College Student Personnel* also discusses the needs of women students in regard to campus programming. Copies are available prepaid at $9 from ACPA Media, 350 T.U.C., M.L. #159, University of Cincinnati, Cincinnati, OH 45221.

Association Produces Materials for Handling Discrmination and Organizing Women

An action kit for women psychologists who have experienced discrimination on the job has been produced by the American Psychological Association (APA). *Yes . . . but can they type?* includes information about the recent reorganization of the Equal Employment Opportunity Commission, references to sex discrimination legislation and literature, a list of resource organizations, and a checklist of ways to combat discriminatory employment practices.

The APA has also published a booklet of divisional, regional and state *Models for Organizing Women Psychologists*. The booklet contains presentations from a symposium at the APA's 1979 annual meeting. Both APA publications may be useful to other professional groups planning similar materials. Single copies of each are available free from the Women's Program Office, APA, 1200 17th St., NW, Washington, DC 20036.

Two New Guides to the Comprehensive Employment and Training Act

The Women's Bureau of the Department of Labor has updated its guide to seeking funds from the Comprehensive Employment and Training Act (CETA). The booklet explains how to apply for funds, summarizes CETA titles, lists contacts within each state and contains data useful in proposal writing. Copies of *A Guide to Seeking Funds from CETA* are available at $1.50 from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Another new guide outlines methods and questions for monitoring how well local CETA programs serve women. Prepared by the CETA and Wisconsin Women Project, *Assessing Local CETA services for Women*, may also be used to evaluate other types of training programs. Single copies are available free from Carolyn Creager, the Governor's Employment and Training Office, 30 Mifflin St., Room 501, Madison, WI 53703.

Variety: The Spice of Life and Work

New patterns of work such as the compressed workweek, flexitime and job-sharing as well as some more traditional alternatives to the standard workweek are discussed in two recent publications. The 1979 *Employment and Training Report of the President*, prepared by the U.S. Department of Labor includes a chapter on the evolution of the 40-hour workweek, experimental working arrangements, part-time employment, shift work and overtime. Copies of the report are available at $7 from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

The Division of Human Resource Services of the State of Wisconsin has published a final report on Project JOIN (Job Options and Innovations), a two-and-a-half year project designed to develop and test job-sharing and flexitime arrangements in Wisconsin Civil Service. The report describes state legislation supporting alternative work patterns, summarizes shared positions in the state government, assesses the impact of those positions upon individuals, particularly women, older workers and handicapped persons. Recommended guidelines for the use of shared positions are also included. Copies of the report are available at $1.30 from Amy Treinen at the Department of Employment Relations, 149 E. Wilson St., Madison, WI 53702.

President's Committee Reviews Pension Problems

Over a third of all unmarried women over 65 years of age have incomes below poverty level. According to a recent paper from the President's Commission on Pension Policy, their poverty is partially the result of the nation's present retirement system. *Working Women, Marriage and Retirement* examines the failure of social security and private pension plans to treat women equitably. Background information on changes in women's lives that have reduced the applicability of such plans is also included, such as the increased participation of women in the labor force, rising divorce rates and the improved longevity of women relative to men. Copies of the 77-page report, which contains a number of the Commission's preliminary policy recommendations regarding women and pensions, are available free from the President's Commission on Pension Policy, 736 Jackson Pl., NW, Washington, DC 20006.

MINORITY WOMEN

Radcliffe Sponsors Forum on Black Women

Pespectives on the past, present and future of black women in America were shared at the Charlotte Perkins Gilman series at RADCLIFFE COLLEGE (MA) last fall. Three women discussed how black women have "made a way out of no way" at a program sponsored by the Schlesinger Library and the Radcliffe Forum. The history of black women between 1800 and 1960; current issues such as employment, sexual harassment and the family; and forecasts regarding the status of black women in the upcoming decade were among the topics addressed.

Untaught Lessons: Black Women's Experience in the U.S.

A guide for teaching and learning about the historical experience and sociopsychological development of black American women has recently been published. Designed to facilitate established courses and/or independent study, *The Black Female Experience in America* by Joanna Allman, Patricia Bell Scott, Marian Hardin and Sharon B. Lord contains lessons about black women's history; relationships, roles and family life; and mental health. The 138-page book also summarizes current literature regarding black women and lists media resources. Produced by the Model Sex-Fair Training Program at the UNIVERSITY OF TENNESSEE under a grant from the Women's Educational Equity Act, the guide is available at $4 plus $.80 for shipping from the Educational Development Center, 55 Chapel St., Newton, MA 02160.

Association Lists Black Women in Political Science

The Committee on the Status of Women in the Profession of the American Political Science Association (APSA) has issued a *Roster of Black Women Political Scientists.* Prepared by Pauline Terrelonge Stone, the roster contains 47 names and addresses and is available at $3 prepaid from the APSA, 1527 New Hampshire Ave., NW, Washington, DC 20036.

A Calendar for Keeping Up-to-Date with Black Women Achievers

Black Women is a 96-page three-year desk calendar for 1981-1983 featuring full-page photographs and biographies of 36 notable black women in fields such as education, civil rights, government, health, sports, business and law. Also included are brief biographies of over 100 other black women of note. Single copies are available prepaid at $6.95 from the GMG Publishing Co., 25 W. 43rd St., New York, NY 10036.

Minority Women March Toward Job Equity

The Minority Women Employment Program (MWEP), established in 1972 to assist business firms in recruiting qualified college-educated minority women, is the subject of a recent publication. *Stepping Up: Placing Minority Women into Managerial and Professional Jobs* is a 105-page book by Robert Glover, Paula Greenfield, Allen King and Paulette Norvel. The book reviews the origin, design and performance of MWEP between 1972 and 1978. It also discusses the employment status of minority women, job opportunities and discrimination in managerial and professional positions. Single copies are available at $4.95 from Olympus Publishing Co., 1670 East 1300 South, Salt Lake City, UT 84105.

Resources on Asian and Pacific American Women

Civil Rights Issues of Asian and Pacific Americans: Myths and Realities is an 834-page book containing the transcript of a consultation held in May 1979 by the U.S. Commission on Civil Rights. The book, which includes topical papers presented at the consultation, is classified into such sections as women's issues, education, immigration, the census, employment, housing, and health and social services. Copies of the publication are available free from the U.S. Commission on Civil Rights Publications and Management Division, 1121 Vermont Ave., NW, Room 700, Washington, DC 20425.

Hoping to generate research on Asian/Pacific women in America, the Women's Educational Equity Communications Network (WEECN) recently issued a bibliography of relevant resources. Materials on the topic are categorized under the following headings: general, historical, education and employment, contemporary issues and problems, research/psychological studies, nonprint resources and organizations. Literary works are not listed, although a bibliography of Asian American women writers is included. Compiled by Shirley Wong, *RESOURCE ROUNDUP: Asian/Pacific Women in America* is available free with a self-addressed stamped envelope from the Women's Educational Equity Act Program, 400 6th St., SW, Room 1105, Donahoe Bldg., Washington, DC 20202.

Publication Chronicles History of La Chicana in America

The Chicana's struggle against discrimination including sexism is the subject of a new publication from the Chicano Research Center at the UNIVERSITY OF CALIFORNIA AT LOS ANGELES. *Mexican Women in the United States: Struggles Past and Present* is a 204-page collection of articles profiling the Chicana's role in the women's, students', labor and Chicano movements. Edited by MagJalena Mora and Adelaida R. Del Castillo, the collection also addresses the issue of sterilization, contains personal chronicles, and includes a statistical fact sheet on Mexican women in this country. Copies are available at $12.75 plus $.65 for shipping from the Chicano Studies Research Center, Publications, University of California, 405 Hilgard Ave., Los Angeles, CA 90024. The Chicano Studies Center also publishes a catalogue of other center publications regarding current research and critical analysis in Chicano Studies.

California Holds Conference on Chicanas

A conference on Chicanas was held in California on June 20-22, 1980 at the UNIVERSITY OF SOUTHERN CALIFORNIA . Co-sponsored by the Governor's Office and the state's Commission on the Status of Women, the conference aimed at establishing a statewide network of communication and action regarding issues facing Mexican-American women. In addition to highlighting the achievements of individual Chicanas, the conference held workshops in the areas of education, housing, employment, immigration, health and others. For further information contact Irene Tovar, the Governor's Office, State Capitol, Sacramento, CA 95814.

Resource on Minority Women in Administration

The National Association of Women Deans, Administrators and Counselors (NAWDAC) devoted the winter 1980 issue of their quarterly journal to the topic of minority women and education. Included in the 44-page journal are reminiscences of black participation in NAWDAC, a discussion of historical issues regarding black women in higher education, an analysis of the psychological consequences of social and educational inequities upon careers in leadership positions, and suggestions for minorities on advancing in post-secondary administration. Single copies of the journal, Vol. 43, No. 2, are available at $3 from NAWDAC, 1625 I St., NW, Suite 624-A, Washington, DC 20006.

ON THE CAMPUS

A Graduate Woman's Lot at Harvard Is Not a Happy One

What characterizes the educational experience of

graduate women at HARVARD UNIVERSITY (MA)? Discrimination, according to a recent survey of graduate and professional women students conducted by the institution's Women Students' Coalition. *The Quality of Women's Education at Harvard University: A Survey of Sex Discrimination in the Graduate and Professional Schools* describes problems graduate women experience with the process, content and support structure of education at Harvard. Sixty-three percent of the students surveyed reported discrimination. The longer women were students, the more they reported experiencing discrimination. Numerous instances of professors' comments and behavior are included. The report also contains recommendations for eliminating these forms of discrimination. Financial support for copying and distributing the report within individual schools at Harvard was provided by deans of the participating schools. Additional support came from other offices within the University. The survey and report might serve as a model for other institutions wishing to assess the treatment of graduate women students. Single copies of the 36-page publication are available at $2 (for postage) from Elizabeth Eames, Women Students Coalition, Anthropology Department, William James Hall, Harvard University, Cambridge, MA 02136.

Have You Faced Sex-Discrimination on Campus?: Research Institute Offers Opportunity to Tell All

The American Institutes for Research, under a grant from the Carnegie Corporation of New York, is collecting examples of specific discriminatory actions experienced by women students, faculty or administrators in higher education. The examples will be used to develop a self-study guide for use by college and university officials in revising conditions, policies and practices in order to enhance educational equity for women. Submissions describing what happened, what led to the event, why it seems discriminatory and the outcome, if any, should be sent to Judith Flagle, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302.

Delaware Documents Progress and Problems

The 1979-1980 Commission on the Status of Women at the UNIVERSITY OF DELAWARE recently released an annual report describing significant accomplishments by various campus groups toward educational equity. Foremost among these was the fact that more women participated in programs related to women's issues than ever before. Nearly 2,300 persons attended such programs, workshops and seminars which were sponsored, developed and/or implemented by 34 different university offices and organizations. The programs dealt with such topics as professional development, sexual harassment and women's studies.

The report also indicates that some improvement toward obtaining salary equity between male and female professors occurred and that support for campus child care grew. However, the report found no significant increase in the percentage of women faculty over the past five years despite the university's increasing enrollment of women students. Also included in the report are suggested strategies for working on specific campus-related equity issues. Copies of the Commission's 1980 *Annual Report to the President* are available free while supplies last from the Commission on the Status of Women, University of Delaware, Newark, DE 19711.

Single Sex Fraternities and Clubs: An Increasing NO-NO.

The issue of sex discrimination in club membership practices has become one of growing concern to some colleges and universities. Although the membership practices of some single-sex student organizations are exempt from Title IX of the Education Amendments of 1972, some institutions have nevertheless stated that sex discrimination by such organizations is antithetical to the values of an academic community.

For example, in May 1979 the Governing Boards of BOWDOIN COLLEGE (ME) unanimously adopted a resolution which disapproves of the membership practices of four campus fraternities. The resolution states:

> It is the policy of Bowdoin College that full and equal participation in the affairs and governance of chapters of Bowdoin fraternities be extended to women students; and to put this policy into effect, the Student Life Committee and the Student Environment Committee shall work with the undergraduate fraternity chapters and shall make periodic reports to the Governing Boards.

Presently, Bowdoin has no sororities and ten fraternities on its campus. While all ten have female as well as male members, four fraternities designate women as "social members" in contrast to men who are "full brothers." These fraternities restrict women members from voting, holding office, attending formal meetings, living in the fraternity and participating in the management of the fraternity as alumnae.

Some educational associations have also responded to the issue of discrimination in club membership practices. For example, the Association of Colleges and Universities of the State of New York recently advised their member institutions *not* to patronize The University Club in Albany and The University Club in New York City because both clubs have discriminatory membership policies. A resolution adopted in July by the association's officers and trustees states:

> Until such policies are amended to accept into full membership qualified persons without regard to race, sex or creed, the Executive Committee of this Association urges its member institutions and their representatives to avoid the use of each University Club for institutional meetings.

Governor Hugh Carey of New York issued a directive on July 18, 1980 requesting state officials "not to host, attend or participate in any meeting or other activity, the purpose of which is in any way related to state busi-

ness, in any private establishment or facility which does not afford women full membership rights and privileges." The directive covers state university and college employees.

Prior to the directive, State Univeristy Chancellor Clifton Wharton resigned from an all male club after members voted against exploring the feasibility of admitting women as full members.

Students Report Little Encouragement to Enter Nontraditional Fields

A survey of students at two community colleges in Illinois found that unlike white males, minorities and women rarely receive information or encouragement from school personnel, teachers or counselors to pursue technical careers. The survey also found that students classified more occupations as having sexual stereotyping than racial. The survey's results are reported in "Factors Influencing Career Decisions," by Elaine F. Alden and Bernice B. Seiferth which appeared in the March/April 1980 issue of the *American Technical Education Association Journal*, Wahpeton, ND 58075.

Berkeley's Women's Groups Coalesce

In an effort to unify women students, members of nine different women's organizations at the UNIVERSITY OF CALIFORNIA AT BERKELEY have formed a coalition. Represented groups include the Berkeley Feminist Alliance, Women's Studies, the Y-House, Women of Wurster (architecture students), Women Organized Against Sexual Harassment, the Asian American Women's Groups, the Association of Academic Women, the Women's Center and the Graduate Assembly. The coalition hopes to increase the visibility of women's achievements and women's issues on campus while providing communication and coordination among all women's groups. For example, the coalition intends to consolidate campus programming for next year's celebration of International Women's Day. Students participating in the coalition have already initiated a newsletter and calendar of women's activities on and off campus.

Internship Program

The Project on the Status and Education of Women has an internship program which is currently accepting applications from undergraduate, graduate, and law students for the spring and summer semesters. Preference will be given to applicants with strong research and writing skills who have completed their sophomore year and have displayed an interest in public policy regarding women in higher education.

Project internships are unsalaried positions. However, interns may arrange to receive academic credit from their sponsoring institutions. An internship entails research and writing for PSEW publications, meeting with federal officials and representatives of women's organizations, and a limited amount of clerical/support work.

Individuals wishing to apply for a position should send a resume, two writing samples, and three letters of reference to Mary De Mouy, Administrative Associate, PSEW, 1818 R Street, NW, Washington, DC 20009.

Survey Assesses Difficulties Faced by Adult Women Students

Coordinating child care arrangements with class schedules is the number one problem experienced by adult women students according to a recent study. The study, a survey of 392 community college students over 25 years of age in Fort Worth, Texas indicated that such coordination was particularly difficult for women with young children and for women carrying heavy courseloads. Coordinating job schedules, acquiring a job after graduation and choosing a career also proved problematic for adult women students. The study's findings are reported in "What Do Adult Women College Students Really Need?" by Kathie Smallwood, *Journal of College Student Personnel*, January 1980.

Women's Center Granted Funds for Study of Women's Work

The network of The Ford Foundation-funded centers for research on women continues to grow. Recently, the Women's Center of the Center for the Continuing Education of Women at the UNIVERSITY OF CALIFORNIA AT BERKELEY received a three-year grant from The Ford Foundation for a study entitled "Women and Their Work: Intersections of the Marketplace and the Household." Using these funds, the center will stimulate and disseminate research on women in paid and unpaid employment. Opportunities related to this research will be extended to students and the entire campus community.

TRENDS

The First Doctor in Your House May Be Female: Women Ph.D.'s on the Rise

American universities continue to award doctorates to more and more women according to a recent report from the National Research Council. The number of doctorates given women increased from 3,390 to 8,921 or 163 percent between 1969 and 1979. In contrast the number of men receiving doctorates has consistently declined over the past eight years, dropping 1.2 percent from 1978 to 1979 compared to a 2 percent growth by women in that same year. Most of the doctorates received by women were in education and the social sciences.

The Trials of Law School: More and More Women Among the Brave

The number and percentage of women enrolled in law schools approved by the American Bar Association has risen dramatically over the last decade. In 1979,

women comprised 31.45 percent of the total law school enrollment compared with 30.27 percent in 1978, 27.44 percent in 1977, 25.53 percent in 1976 and 22.85 percent in 1975. The number of women enrolled in law school increased from 4,715 in 1969 to 38,627 in 1979, a growth rate of nearly 719 percent. During the same period, the total law school enrollment increased by only 79.57 percent.

Enrollment of Women Increases at American Seminaries

Seminaries in the United States and Canada now enroll more than three times the number of women than they did in 1972. According to the 1980 edition of *The Yearbook of American and Canadian Churches*, published by the National Council of Churches, 3,358 women represented 10.2 percent of the total seminary enrollment in both countries in 1972, compared to the 10,208 women who represented 21.1 percent of the total enrollment in 1979.

WHAT'S NEW IN MATH AND SCIENCE

Math Drop-Outs: Why Females Fear Figures

A recent study uncovered reasons why many women may shy away from advanced math courses in high school and college. *Achievement and Participation of Women in Mathematics: An Overview* provides concrete data on math scores of male and female students at ages 13 and 17 as well as students' perceptions of their own mathematical abilities based on a survey of more than 3,000 boys and girls. The study's data show that in the eight grade girls are equal and in some areas superior to boys in math. However, by the 12th grade, boys surpass girls in certain areas of mathematical achievement because girls have taken fewer courses. The study found that the comparative underenrollment of girls in advanced math courses may occur because:

- math has been perceived as a male domain;
- girls are encouraged to choose careers that do not require advanced math;
- girls do not receive the same encouragement as boys from parents, teachers, peers and school counselors to take advanced math courses; and
- males express greater confidence in their math abilities even when the same number of both sexes enjoy math.

A summary report of the study is available free from the Education Commission of the States, Suite 300, 1860 Lincoln St., Denver, CO 80295. Limited supplies of the complete report are also available from the same source.

Beyond the Percentages: Explaining the Scarcity of Women in Nontraditional Fields

Why are women only 3 percent of all engineers, 2 percent of all dentists, 5.8 percent of all architects, 11.3 percent of all physicians and fewer than 16 percent of all physical and life scientists? The answer: lack of adequate training in mathematics, according to a recent article which links the underrepresentation of women in a wide range of professions with an avoidance of advanced math courses. "A Math Answer for Women," by Sam Iker reviews studies which demonstrate that girls have historically avoided advanced math in greater numbers than boys. The article also examines social and cultural factors which may be responsible for this phenomenon and describes recent programs which encourage women and girls at the secondary and postsecondary levels to study more math and to consider nontraditional careers. The article appears in the May/June 1980 issue of *MOSAIC*, a publication of the National Science Foundation, Washington, DC 20550.

Spreading the Word About Re-entry Mathematics

Many colleges and universities have instituted special programs to recapture adult students into mathematics courses and math-based academic and vocational fields. With a grant from the Fund for the Improvement of Postsecondary Education (FIPSE), the Institute for the Study of Anxiety in Learning of the Washington School of Psychiatry disseminates information about these programs to encourage the development of other re-entry mathematics projects. The Institute has published a directory of over 75 existing programs, a resource manual for counselors and math instructors, a self-help kit for students and a resource catalogue. For further information about these materials contact the Institute for the Study of Anxiety in Learning, the Washington School of Psychiatry, 1610 New Hampshire Ave., NW, Washington, DC 20009.

Accounting for Gender-Based Differences in Mathematics

A recently published paper summarizes research conducted since 1976 on sex differences in mathematics. *The Problems of Women and Mathematics* by Lynn H. Fox also attempts to assess the nature and extent of gender-based differences in students' aptitude for and the learning and study of mathematics. Factors which influence the eventual pursuit of careers requiring mathematical competence are also examined. Direct inquiries to The Ford Foundation, 320 E. 43rd St., New York, NY 10017.

Bibliography of Resources on Women in Math and Science

Locating resources about women and science or mathematics may become less difficult due to the publication of a new bibliography. Compiled by Phyllis Zweig Chin, the bibliography lists journals and periodicals which have devoted whole issues or frequent articles to women in science as well as books and other related bibliograhies. Also included are some more general articles on sex differences in learning. Single copies of the 38-page *Women in Science and Mathematics Bibliography* are available at $1 prepaid from Karen Ehrlich, American Association for the Advancement of Science, 1776 Massachusetts Ave., NW, Washington, DC 20036.

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Government Positions: Women, Minority and Handicapped Scientists *Need* Apply

The Department of Health and Human Services (HHS) recently increased efforts to include women, minority and handicapped scientists on the advisory and review panels of the National Institute of Health and in other HHS components. The recruiting project consists of soliciting resumes, holding workshops for agency-hiring personnel, identifying persons for specific job vacancies, and developing a how-to guide for the future recruitment of women, minority and handicapped scientists. Women working or trained in the natural or social sciences, especially those actively involved in research, are encouraged to submit resumes to Karen Ehrlich, American Association for the Advancement of Science, Technical Assistance Project, Office of Opportunities in Science, 1776 Massachusetts Ave., NW, Washington, DC 20036.

Campus Becomes Laboratory for Aspiring Women Scientists

To encourage women interested in careers in science and engineering, the UNIVERSITY OF ARIZONA holds annual workshops during which visiting women scientists discuss their backgrounds, career choices, the job market and academic preparation. *Opportunities for Women in Science and Engineering* is an 18-page handbook which includes an overview of those workshops as well as a list of science and engineering fields available at the university. Academic requirements for each area of concentration are also included. Edited by Janice L. Lewis and Laurel L. Wilkening, the pamphlet may be useful to other institutions planning similar publications. Copies are available at $1 from Women in Science and Engineering, Modern Languages 263, University of Arizona, Tucson, AZ 85721, or call Dr. Linda Meade-Tollin at (602) 626-2000.

WOMEN'S COLLEGES

Women's Colleges: Holding Their Own and Still a Good Place for Women

The enrollment of graduate and first-year professional students at women's colleges has increased substantially during the past decade according to a recent study, *A Profile of Women's Colleges*, by the Women's College Coalition. While overall enrollment at two- and four-year women's schools grew by 21 percent between 1970 and 1973, the number of graduate and first-year professional students alone rose 68 percent. In addition, the number of part-time students more than doubled.

The study also found that, contrary to myth, students at women's colleges are neither less ambitious nor less competitive than women students at coeducational institutions. In fact, freshman at women's colleges were twice as likely to say they would pursue a doctorate, medical or law degree than were women freshman at other schools. First-year students at women's colleges also envisioned themselves entering male-dominated professions more often than did other women freshman, according to the survey of 383 schools.

Pursuit of nontraditional careers was attributed to the comparatively large number of women faculty at women's colleges. While women accounted for only 11 percent of all professors at coeducational schools, they comprised 43 percent of the women's colleges' faculty.

The Women's College Coalition also published in June 1980 a revised edition of *A Profile of Women's Colleges: Analysis of the Data*. Intended as a companion piece to the Coalition's 1980 *Profile of Women's Colleges*, the new publication highlights and analyzes data regarding student enrollment ethnicity, aspirations and achievement; faculty and administrative composition; and financial support. Implications for women's colleges and other institutions are also drawn. Single copies of the report are available free from the Association of American Colleges/Women's College Coalition, 1725 K St., NW, Suite 1003, Washington, DC 20006. Additional copies are available prepaid at $1.50. Copies of the complete volume study are available prepaid at $3.50. Checks are payable to the Association of American Colleges/Women's College Coalition.

Women's Colleges More Likely to Produce Achievers

A study which traced the baccalaureate origins of women achievers found:

- graduates of women's colleges are approximately twice as likely to be listed in registries of professional organizations as are women graduates of coeducational institutions;
- highly selective women's colleges were twice as productive of achievers as were highly selective coeducational colleges;
- all other women's colleges were twice as likely to have produced achievers as were all other coeducational colleges; and
- the number of women faculty in relation to the total faculty population and to the number of women students has a major influence in the development of women students who become achievers.

These findings are discussed in "Women's Colleges and Women Achievers Revisited" by M. Elizabeth Tidball, which appeared in *Signs*, Spring 1980, Vol. 5, No. 3, University of Chicago Press, 5801 Ellis Ave., Chicago, IL 60637.

Football Fundraising Helps Women's College

REGIS COLLEGE (MA) and the New England Patriots of the National Football League joined forces last August to raise funds for a new athletic center at the all women's school. The Patriots donated proceeds from the sale of sideline tickets to their pre-season game against the Philadelphia Eagles toward the cost of the center, the first major addition to Regis's athletic facilities since the original gymnasium was built in 1930.

FROM THE DIRECTOR'S BOOKSHELF:

"Without self-esteem, confidence flags; with it, a child gets an energy charge. The brighter a boy is, the better he says he expects to master a new task; but the brighter a girl is, the worse she predicts she'll do. Grade-school girls presented with a tough puzzle asked for more help from adults than did boys. By the time girls are in high school and college, they have lost so much faith in their problem-solving ability that they attribute their academic performance to 'hard work' or 'sheer luck,' while boys credit *their* achievements to their basic abilities and skill, and blame only their failures on bad luck."

from Letty Cottin Pogrebin's
Growing Up Free: Raising Your Child in the 80's,
McGraw-Hill Book Co., 1980

"Every woman who believes that becoming an executive is enough, every daughter who thinks she was accepted to medical school simply because she was smart (and forgets the women who fought a hundred years for her admission), every women who accepts her own opportunity within the system and does not open a way for other women (and thus, inevitably, change the system), stands with the tide. The point of feminism is not that the world should be the same, but that it should be different.

"We must remember the past, define the future, and challenge the present—wherever and however we can. It will take the rest of our lives even to begin.

"But then, what else have we to do?"

from Jane O'Reilly's
The Girl I Left Behind:
The Housewife's Moment of Truth
and Other Feminist Ravings,
Macmillan Publishing Co., Inc., 1980

WOMEN'S STUDIES

Putting Your Money Where Your Mouth Is: Scholar Endows First Women's Studies Chair

The UNIVERSITY OF SOUTHERN CALIFORNIA is the site of the country's first endowed women's studies program chair. The endowment was the result of a $350,000 gift from Nancy Reeves who is currently a visiting scholar at the university. Reeves taught the first interdisciplinary course on women at the University of California at Los Angeles in 1969, and is the author of *Womankind,* a textbook for women's studies published in 1971.

British Welcome Women's Studies

The UNIVERSITY OF KENT at Canterbury, England has established the first master's degree program in women's studies in the United Kingdom. Open to graduates of the humanities or social sciences, the multidisciplinary program includes a core course dealing with the history of the women's movement, the position of women in industrial and non-industrial societies and feminist ideology. Optional courses are available in such disciplines as philosophy and literature. For further information contact Karen Goffin, The Registry, The University of Kent, Canterbury, CT2 7NZ, United Kingdom.

Women's Studies: A Common Language for Scholars on Every Continent

An international quarterly journal of women's studies scholarship and criticism is now available. The journal includes articles in disciplines such as anthropology, archeology, art, communication, economics, education, health, history, law, linguistics, literature, political science, psychology, religion and urban studies. In addition, the journal contains book reviews, proceedings of symposia, correspondence and women's studies news. Edited by Dale Spender, *Women's Studies International Quarterly* is available to libraries and multiuser organizations at $61 per annum from Pergam Press Ltd., Headington Hill Hall, Oxford, OX3 OBW, United Kingdom.

Publication Lists Women's Studies Programs from Coast to Coast

The National Women's Studies Association recently published its 1980 list of existing women's studies programs at over 300 colleges and universities across the country and in Canada. Most of the programs listed are interdisciplinary, combining courses such as those in literature or language with work in areas such as history, political science, economics and philosophy. Some also offer internships. The list also indicates which programs offer minors, certificates and/or various undergraduate and graduate degrees. Single copies are available free with a self-addressed stamped envelope from the National Women's Studies Association, University of Maryland, College Park, MD 20742, or from the Women's Studies Newsletter, Box 334, Old Westbury, NY 11568.

Women's Studies Bibliography: A Blueprint for Program Development

Designing a women's studies program? The Women's Educational Equity Communications Network (WEECN) has published a brief bibliographic guide to useful materials for faculty and administrators initiating or expanding such programs. Materials listed include annotated bibliographies, textbooks, curriculum models, supplementary classroom reading, guides to print and non-print resources and program evaluations. Persons knowledgeable about women's studies within particular geographic regions are also listed. Single copies of *RESOURCE ROUNDUP: Designing a Women's Studies Program,* compiled by Kendra R. Bonnett and Joan Borus are available free with a self-addressed

stamped envelope from the Women's Educational Equity Act Program, 400 6th St., SW, Room 1105, Donahoe Bldg., Washington, DC 20202.

Evaluating A Program? Publication Reviews Methods

Conducting an evaluation of a women's studies program is often a useful way of insuring that the program is meeting the needs of women on campus. A recent publication of the National Institute of Education is designed to help faculty and directors of women's studies programs to assess existing programs. The 63-page handbook provides information about the uses and types of evaluation, research designs, the selection of instruments, data analysis and resource materials. Copies of *Women Studies: Evaluation Handbook* are available free while supplies last from the National Institute of Education, 1200 19th St., NW, Washington, DC 20208.

Bibliographic Checklist for Women's Studies Researchers

Locating resources for women's studies research may become easier due to a new *Checklist of Bibliographies*. Compiled by Maureen Ritchie, the 128-page book lists all traceable bibliographies in the English language which are relevant to women's studies and which have been published as books, articles, pamphlets, reports, library lists, or stencilled pages. The bibliographies are arranged alphabetically by author under subject divisions within general areas such as anthropology, education, literature, politics and religion. Single copies of the book, which also includes an author and keyword index, are available at $23.50 from Mansell, c/o Merrimack Book Service, 99 Main St., Salem, NH 03079.

Monograph Series Analyzes Women's Studies

A recently published series of monographs explore different issues regarding the development of women's studies over the past decade. Commissioned by the National Institute of Education (NIE), each monograph includes a review of current literature relevant to its topic, recommendations for future research concerning women's studies, and selected bibliography. Single copies of each of the following are available from Social Processes/Women's Research Team, National Institute of Education, Mail Stop 7, 1200 19th St., NW, Washington, DC 20208.

The Effectiveness of Women's Studies Teaching by Nancy M. Porter and Margaret T. Eileenchild introduces published, unpublished and informal literature about teaching in general and includes an evaluation of teaching in women's studies. The 76-page monograph also presents an overview of approaches to assess teaching effectiveness in women's studies, and a review of women's studies values, teaching methods and classrooms.

The Impact of Women's Studies on the Campus and the Disciplines by Florence Howe and Paul Lauter studies the impact that over 300 women's studies programs have had on their respective institutions and on professional and academic associations. Also included in the 132-page monograph are recommendations regarding curriculum, faculty, the institutionalization of women's studies programs, graduate study and other policy and research issues.

The Relationship Between Women's Studies, Career Development and Vocational Choice by Christine E. Bose and Janet Priest-Jones reviews sociological studies of women's career aspirations as well as those in guidance counseling, vocational and continuing education. The 59-page monograph assesses the relationship of women's studies to career development and vocational outcomes, and also outlines strategies for future research.

Re-entry Women Involved in Women's Studies, a 57-page monograph by Blanche Glassman Hersh, compares the historical growth of continuing education programs with women's studies programs, reviews numerous studies of re-entry women, and discusses ambiguities and problems in assessing the relationship of returning women to women's studies. Recommendations for future research are also included.

Women's Studies as a Catalyst for Faculty Development is a 43-page monograph by Elizabeth Ness Nelson and Kathryn H. Brooks which examines the extent to which women's studies have been involved in faculty development. The monograph contains recommendations as well as an appendix listing faculty development activities by institution.

Women's Studies Graduates surveys existing research on students who have completed requirements for a postsecondary degree, certificate or other form of certification in women's studies. The 174-page monograph also lists recommendations for collection of data and further research.

Women's Studies in the Community College by Aliana Elovson describes changes in the community college population and the nature of women's studies programs within these institutions. The 43-page booklet also briefly discusses the future of women's studies at the community college level and includes recommendations.

AWARDS, GRANTS AND SCHOLARSHIPS

Using Discretion: Funding Women's Programs

How much money do community foundations allocate for local programs for women and girls? Women and Foundations/Corporate Philanthropy (WAF/CP) recently surveyed community foundations to determine the extent of their support for girls' and women's programs and the participation of women on foundation boards and staffs. Supported by a grant from the Exxon Corporation, the survey revealed that in ten of the 220 community foundations in the U.S.:

- the proportion of discretionary funds spent on programs for women and girls ranged from 0 percent to 11.9 percent; and

- eighteen of the 101 members of the various foundation committees responsible for the allocation of funds were women, three of whom were black.

Included in the three-part report of the survey's findings are recommendations regarding community foundation-funding for women's programs, an update of WAF/CP's 1978 survey of cosmetic foundations and profiles of four model women's programs supported by community foundations. Copies of the report are available at $1 from Women and Foundations/Corporate Philanthropy, 866 U.N. Plaza, Room 435, New York, NY 10017.

Materials Map Path to Funds for Sex Equity Programs

In Search of Funding? A tip sheet by that title provides help in the art of grant writing with a basic three-step lesson on obtaining funds. Published by the Women's Educational Equity Communications Network (WEECN), the sheet also lists foundation and grantsmanship centers as well as resources for proposal writing. Single copies are available free while supplies last with a self-addressed stamped envelope from the Women's Educational Equity Act Program, 400 6th St., SW, Room 1105, Donahoe Bldg., Washington, DC 20202.

Funding for Women's Educational Equity also provides information for those looking for ways to support and manage educational projects for women. Published jointly by the American Educational Research Association (AERA) and WEECN, the monograph includes ten papers presented at a 1979 AERA symposium. Four provide an overview of grant writing and fundraising, while six describe the policies and priorities of various federal government programs for funding women's projects. Private foundation and corporation funding for women's educational equity is also reviewed. The 69-page monograph is available free while supplies last from the Women's Educational Equity Act Program, 400 6th St., SW, Room 1105, Donahoe Bldg., Washington, DC 20202.

Radcliffe Grants for Scholarship on Women

Grants for post-doctoral research on women at RADCLIFFE COLLEGE (MA) are now available to scholars who have received their Ph.D. or an equivalent degree at least one year prior to the time of application and who will not receive any other fellowship support. Awards ranging from $100 to $1,500 will cover costs such as travelling, lodging, xeroxing and microfilming, computer time and other expenses related to the use of the Arthur and Elizabeth Schlesinger Library on the History of Women in America and/or the Murray Research Center. Application deadlines are December 15, 1980, February 15 and April 15, 1981. For further information contact Radcliffe Research Support Program, c/o Henry A. Murray Research Center, Radcliffe College, 10 Garden St., Cambridge, MA 02138.

Awards for Programs Promoting Women in Management

ADELPHI UNIVERSITY (NY) recently received a $10,000 award for innovation in helping women in management education. The year-long program was designed to help women with undergraduate degrees in business, who had been out of school, obtain advanced degrees or enter business administration directly. The award, presented by the Committee on Equal Opportunity of the American Assembly of Collegiate Schools of Business (AACSB), is the first in an annual series designed to recognize institutions for curricular and non-curricular programs which promote women's participation in management fields. The $10,000 prize is sponsored by the Sears Roebuck Foundation and the Business and Professional Women's Foundation. Other disciplines and educational organizations might find the AACSB awards useful as a model for increas-

Project on Women Receives FIPSE Grant, Seeks Information on Classroom Climate

The Project on the Status and Education of Women has been awarded a 15-month grant from FIPSE (Fund for the Improvement of Postsecondary Education) to examine the educational climate in the classroom as it currently affects women undergraduate and graduate students. PSEW will identify ways in which faculty may treat male and female students differently and thereby subtly (and often inadvertently) undermine women's confidence in their academic ability, lower their academic and occupational aspirations, and inhibit their learning. The Project will issue a report identifying verbal and non-verbal behaviors that may have such effects, and will offer specific strategies for change.

As part of this grant, we are seeking information about such faculty behaviors—both verbal and non-verbal. Examples include but are not limited to:

- using sexist humor, or making comments such as "Women don't belong in chemistry; they can't hack it;"
- calling on women students less often than on men students;
- interrupting women students in class discussion; and
- building professionally important out-of-class relationships with male students (especially graduate students) but not with women students.

Additionally, the Project is interested in materials suggesting ways to increase faculty and student awareness of such behaviors on both the undergraduate and graduate levels, as well as model programs, policies or activities designed to promote change.

Please send copies of studies, reports, brochures, policies, anecdotes and any other information to Roberta M. Hall, Box C-1, Project on the Status and Education of Women, Association of American Colleges, 1818 R St., NW, Washington, DC 20009.

ing programs for women in their own field. Nominations for the 1980-1981 award may be made by any AACSB member school before February 1, 1981. For further information contact the Assistant Director of External Affairs, AACSB, 11500 Olive Street Rd., Suite 142, St. Louis, MO 63141.

Education Group Sponsors Contest for Bias-Free Curricula

An award for curriculum materials designed to promote sex equity is being sponsored by Women Educators. The award, to be presented at the Annual Meeting of the American Educational Research Association in April 1981, will be given to educational materials developed for classroom use. Entrants should send a copy of the materials plus a one-page description of how the materials relate to sexism, sex-role stereotyping and the image of women and girls to Janet B. Kuenne, Curriculum Award Chair, Women Educators, 63 Bainbridge St., Princeton, NJ 08540 by December 15, 1980.

WHAT'S NEW ABROAD

Israel Hosts Congress on Women's Worlds

A four-day international and interdisciplinary congress on women will convene at the UNIVERSITY OF HAIFA in Israel on December 28, 1980. The congress is intended to encourage contact among women academics, scholars and practitioners. Co-sponsored by several American professional women's organizations, it will include plenary sessions, panels and symposia on such themes as the family, employment, the social world and health. For information about submitting programs and/or arranging to attend contact The Secretariat, P.O. Box 3054, Tel-Aviv, Israel.

Featured Words About Women From the Far East

Feminist, a magazine for Japanese women, devoted its first international issue to the status of Asian women. Written in English, the issue contains articles about women in South Korea, Thailand, the Philippines, Malaysia, Indonesia and Burma as well as a special feature exploring the effects of such aspects of Japanese society as confucianism, the press and motherhood upon Japanese women. In particular, "Japanese Feminism: A Handbook" by Myuki Kakinuma provides a brief historic account of Japan's postwar women's movement. The article also lists Japanese women's groups, federations, international alliances, buildings, and books on women's studies published in Japan between 1960 and 1970. Single copies of *Feminist*, International Issue for Women East and West, Vol. 1, No. 4, February 1978 are available at $2.50 from Katagiri & Co., Inc., 224 E. 59th St., New York, NY 10022.

Census Bureau Issues Statistics on Women in Developing Countries

The U.S. Bureau of the Census recently issued a chartbook of data on women in selected developing countries within Africa, Asia and Latin America. Prepared for the Office of Women in Development at the U.S. Agency for International Development, the 24-page booklet includes thirteen charts which illustrate statistics for each of the following topics: age; residency; longevity; childhood mortality; age at marriage; proportion of young single woman; fertility; literacy; school enrollment; school completion; labor force participation; sector of employment and professional occupations. Additional data are organized alphabetically by region and country. Where appropriate, corresponding statistics for men are also provided. Copies of *Illustrative Statistics on Women in Selected Developing Countries* are available at $1.75 prepaid from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Stock #003-024-02576-2.

Recognition for Women's Work in Poor Nations

Projects to overcome poverty in less developed countries have failed because they have ignored "the fifth world, that special set of spaces in every society where women carry out their productive roles" according to an essay by Elis Boulding. Written for the Foreign Policy Association, Boulding's *Women: The Fifth World* explores women's potential roles in development world-wide. Copies of the 60-page essay are available prepaid at $2 plus $.60 for postage and handling from Headline Series, Foreign Policy Association, 205 Lexington Ave., New York, NY 10016.

EDUCATIONAL RESOURCES

Publication Documents Federal Encouragement for Educational Equity

Interested in the federal government's efforts to promote educational equity? *Sex Equity in Education: NIE-Sponsored Projects and Publications* describes specific activities designed by the National Institute of Education (NIE) to increase women's educational opportunities. Compiled by Susan S. Klein, the 214-page book contains abstracts detailing 107 of the 700 sex equity projects currently funded by NIE and 122 sex equity publications sponsored by NIE since 1972. A limited number of copies of the book are available free from the Federation of Organizations for Professional Women, 2000 P St., NW, Suite 403, Washington, DC 20036. Please include an address label with your request. Copies of the book are also available free directly from the National Institute of Education, 1200 19th St., NW, Washington, DC 20208.

Study Encourages Local Leadership for Title IX Compliance

Local leadership is necessary in order for schools to achieve compliance with Title IX and Section 504 of the 1973 Rehabilitation Act, according to a recent federally sponsored study. However, the study's sampling of 12 local education agencies revealed that local officials

are unlikely to mount major efforts to do so unless they have adequate resources and are significantly pressured by both the public and the federal government. The report recommends that compliance regulations be amended to increase opportunities for public involvement. For example, a school's self-evaluation from regarding compliance with Title IX and Section 504 should be made widely available and a public meeting should be held to discuss the reports. In addition, the report suggests that self-evaluations be conducted every three years instead of only once, in order to provide continual public input, and that grievance procedures be publicized through federal media campaigns, public meetings and national interest groups. Copies of the report, *Mechanisms for the Implementation of Civil Rights Guarantees by Education Institutions,* are available at $5 from the Rand Corporation, 1700 Main St., Santa Monica, CA 90406.

Publications Advise the Displaced on the Comforts of Home, Work and School

A resource list of materials for and about the estimated 4 million displaced homemakers was recently published by the Women's Educational Equity Communications Network (WEECN). A "Tip Sheet" for displaced homemakers includes information about searching for a job, returning to school, locating a displaced homemaker program and obtaining legal advice. The sheet also lists community agencies which provide assistance; reviews educational programs and resources; and matches job skills with employment possibilities. A sample resume is also included. The four-page Tip Sheet might be a useful resource for programs to distribute to displaced homemakers. Single copies of the Tip Sheet are available free with a self-addressed stamped envelope from Women's Educational Equity Act Program, 400 6th St., SW, Room 1105, Donahoe Bldg., Washington, DC 20202.

A directory of 225 centers, projects and programs for displaced homemakers, many of which are at colleges and universities, is available from the Displaced Homemakers Network, Inc. Both programs which provide services exclusively for displaced homemakers and those which also serve other groups are listed. The directory may be useful in referring displaced homemakers seeking services. Copies are available free while supplies last from the Women's Educational Equity Act Program, 400 6th St., SW, Room 1105, Donahoe Bldg., Washington, DC 20202.

WEECN Has Mailed Its Last Sex Equity Publication

The Women's Educational Equity Communications Network (WEECN) recently ceased operations after developing and disseminating publications for three years. For further information about the availability of WEECN publications contact the Women's Educational Equity Act Program, U.S. Department of Education, 400 6th St., SW, Room 1105, Donahoe Bldg., Washington, DC 20202.

A Guide for Re-entry Women

Thinking about going back to school? A new sourcebook for women who are considering returning to college provides information on a wide range of topics regarding the re-entry process. *Happier By Degrees* by Pam Mendelsohn examines issues and considerations which face potential re-entry women students. These include the possible effects of re-entry upon family life, how to apply to a college or university, obtaining financial aid, selecting a program of study, arranging for child oare, developing good study habits and choosing a career. The book also includes a bibliography of other resources on re-entry women. Copies are available prepaid at $7.95 paperback and $13.95 hardcover plus $1 for shipping from E.P. Dutton, Order Department, 2 Park Ave., New York, NY 10016.

Gathering Her Story from History

Two recent publications will assist educators and students interested in excavating the buried treasure of women's history.

Women in American History is a four-part narrative of women's lives and accomplishments during the colonial era, prior to, during and after the Civil War. Written by Beverly Sanders of the American Federation of Teachers under a grant from the Women's Educational Equity Act Program, the series is intended to supplement high school history curricula. However, the four-book series may also be useful for those planning to design similar materials for postsecondary students. Copies of the series are available at $16.25 plus $3.25 for shipping and handling from the Education Development Center, 55 Chapel St., Newton, MA 02160.

Clio Was A Woman: Studies in the History of American Women is a recently published 352-page volume of papers prepared for a 1976 conference on women's history held at the National Archives in Washington, DC. Edited by Mabel E. Deutrich and Virginia C. Purdy, the book contains essays about women during the Revolutionary War, the Depression and World War II as well as discussions of black and Indian women, abolitionists and first ladies. Two articles about additional sources for women's history and an appendix listing bulletins published by the Women's Bureau of the Department of Labor between 1919 and 1963 are also included. Copies of the book are available at $19.95 from Howard University Press, 2900 Van Ness St., NW, Washington, DC 20008.

Checking Your Sources: Two New Guides to Bias-Free Textbooks

The treatment of minorities, older persons and women in elementary and secondary school textbooks is the focus of two recent publications from the U.S. Commission on Civil Rights. The reports may be useful to teacher trainers as well as those interested in textbook bias.

Characters in Textbooks: A Review of the Literature is a 19-page review of over 200 published articles, unpublished dissertations and other studies of stereotyping in reading, mathematics, science and foreign

language textbooks. The publication also discusses the effects of such textbooks on students' attitudes, personality development, behavior, academic achievement and career aspirations and attainment. Copies are available at $1.75 prepaid from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Stock #005-000-00237-1.

Fair Textbooks: A Resource Guide lists over 1400 resources regarding bias-free educational materials. The 430-page collection is divided into four major categories: material resources, procedural resources, directories and organizational resources. Within each category resources are further classified by type, subject area and grade/age level. In addition to a title index, a group index is provided for individuals primarily interested in a particular sex or minority group. Copies are available at $7.50 prepaid from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Stock #005-000-00224-9.

Center Publishes Resource Directory

A preliminary directory of research on women by women in the Michigan/Midwest area is currently available from the Center for Continuing Education of Women (CCEW) at the UNIVERSITY OF MICHIGAN. Researchers wishing to list projects in an upcoming updated version should contact the center and request an inclusion form. Single copies of the current 25-page directory are available at $1 from CCEW, University of Michigan, 330 Thompson St., Ann Arbor, MI 48109.

Directory of Films on Women

A recently published catalogue is intended to assist educators, community groups and others in the selection of up-to-date films on women and/or sex roles. Compiled by Tamara Gravelle, the catalogue briefly describes films and includes a subject index and a list of distributors' addresses. Single copies of the catalogue are available at $1 from the Women's Resources and Research Center, University of California, Davis, CA 95616.

Meet the Women's Educational Equity Collective: Directory Lists Organizations

A 1980 *Directory of Organizations Working for Women's Educational Equity* lists commissions on the status of women, national organizations for women, women's centers, women's studies programs, re-entry and continuing education programs, displaced homemakers programs, professional associations, sex desegregation assistance centers and YWCA's. Compiled by Doris Smith and Suzanne Pingree and published by the Women's Educational Equity Communications Network (WEECN), the directory also includes an alphabetical listing of national and regional directories of resources. Copies of the 128-page directory are available free while the supply lasts from the Women's Educational Equity Act Program, 400 6th St., SW, Room 1105, Donahoe Bldg., Washington, DC 20202.

Bibliography on Women Administrators

General resources and specific research studies on women in elementary, secondary and postsecondary administration have been compiled by the Women's Educational Equity Communications Network (WEECN). Single copies of the six-page bibliography, *RESOURCE ROUNDUP: Women in Educational Administration* are available free with a self-addressed stamped envelope from the Women's Educational Equity Act Program, 400 6th St., SW, Room 1105, Donahoe Bldg., Washington, DC 20202.

Facing the Facts of How Women Fare: The Realities

The *Journal of Research and Development in Education* devoted one issue to examining the ways in which education and employment influence women's lives. The issue, entitled "Changing Roles of Women," contains articles which explore the impact of schools on sex-role stereotyping, hypotheses regarding the relationship of a woman's job status and her children's development, experiences of dual career couples, and barriers confronting women who return to school. Single copies of Vol. 10, No. 4, Summer 1977 are available prepaid at $3 from the *Journal of Research and Development in Education*, G-3 Aderhold Bldg., University of Georgia, Athens, GA 30602. Annual subscriptions to the quarterly journal are available at $10.

Who's Keeping Data?: Publication Assesses Federal Databank

With the approach of the 1980 Census of Population and Housing, the Bureau of the Census sponsored a conference on issues in federal statistics relating to women. A volume of research papers based on the 1978 conference is now available. Also included are responses from federal statistical agencies to recommendations on such issues as education, health, and employment discrimination. Single copies of *Issues in Federal Statistical Needs Relating to Women* are available at $4.75 from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Internship Information

Our last issue of *On Campus With Women* listed a publication on internships in Washington, DC that was available free of charge from WEAL Fund. The publication, *Internships in Washington, DC With A Focus On Women*, is being revised and will be available in December at $2.50 from WEAL Fund, 805 15th St., NW, Washington, DC 20005.

Health Equity on Campus—
A Call for Information

The Health Equity Project (HEP) of the Federation of Organizations for Professional Women is undertaking a comprehensive examination of Title IX and health services for women on campus. HEP will develop manuals identifying issues and constructive options for complying with Title IX, which prohibits discrimination in educational institutions receiving federal funds. In order to gain information about campus health equity issues and how these issues are resolved, HEP is requesting information from women and health providers on campus concerning the entire range of health issues:

- Title IX self-evaluations and other surveys of sex bias in health services;
- information regarding complaints or issues regarding health services for women students (newspaper articles, memoranda, policy papers, etc.);
- individual accounts of experiences with health services or health equity on campus;
- descriptions of student health insurance policies and health services available to students;
- information regarding any health services or issues which especially affect minority women, disabled women, ethnic women, older women, married women, homosexual women and parents.

Among the issues HEP plans to examine are mental and physical health, treatment of pregnant students, sports medicine, alcohol and drug abuse programs, and other health related policies.

HEP is funded by the Women's Educational Equity Act Program. Information should be sent to Margaret Dunkle, Director, Health Equity Project, Federation of Organizations for Professional Women, Suite 403, 2000 P Street, NW, Washington, DC 20036.

Lend A Hand, Become A Project Associate*

When the Project began in 1971, we mailed publications to barely a thousand people. Today our mailings go to 15,000 key persons in higher education. We answer about 600 inquiries each week. We have published more than 100 original papers on all aspects of women's participation in education—from affirmative action to the prevention of rape on campus. The Project also plays another role—we speak out for both women and institutions against bureaucratic doubletalk and delay. We prod the federal bureaucracy to produce regulations which are not onerous or disruptive.

Just as our outreach has grown, so has the financial burden outgrown our sources of funding. We need your participation to continue our free services. This guaranteed readership assures the broadest possible impact on the thinking of people in higher education, including those who are still lukewarm to the issues of women.

We ask you to join in our work by becoming an Associate of the Project. As an Associate you will not only receive all the Project's regular mailings, but also a Special Report only for Associates. Your contribution of $15, $25, $50, $100 or more will help bridge the gap between law and substantive change. The Association of American Colleges is a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code.

Checks should be made payable to **Association of American Colleges.**

* The Project extends special thanks to all who have contributed to our efforts thus far.

YES, I want to help women achieve true equality in higher education. I want to become an Associate of the Project.

I enclose my contribution of: ☐ $15 ☐ $25 ☐ $50 ☐ $100 ☐ Other $.....

ON THE MOVE? WISH TO RECEIVE OUR MATERIALS?

Did you know that the Post Office does not forward third class mail? When your address changes *OCWW* cannot follow unless you give us notice. If you have moved recently, or wish to be on the Project's mailing list, please fill out this form carefully, and check the appropriate box. Don't forget to include the information relating to your organizational affiliations and/or special interests relating to women in education. For example, it would be helpful for us to know that you are not only an academic dean but also the campus Title IX coordinator and an active member of the League of Women Voters.

Finally, please let us know how you use our materials and how we can better meet your needs.

Name

Title Institutional Affiliation

Address City State Zip

Area Code Telephone

Other Affiliations, Activities, and/or Special Interests re: Women in Education

Check if this is: ☐ an address change or correction

Or if: ☐ new addition not currently on Project mailing list

Comments:

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